

AL.2.1998 -  
262  
C.2 [3]

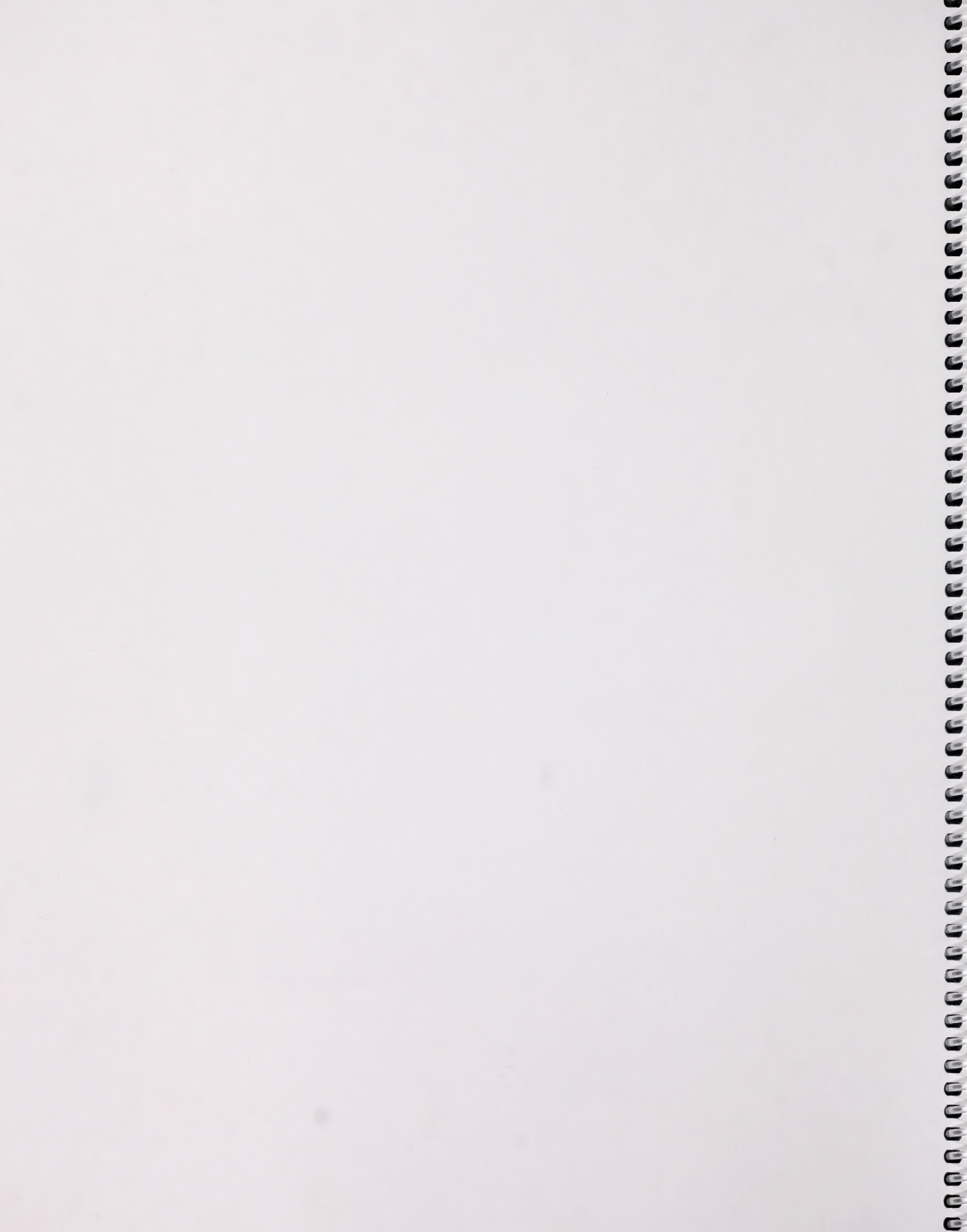
---

# SOCIAL STUDIES 20

## EXAMPLES OF STUDENTS' RESPONSES

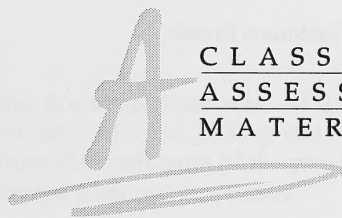
---





# SOCIAL STUDIES 20

## EXAMPLES OF STUDENTS' RESPONSES



CLASSROOM  
ASSESSMENT  
MATERIALS



Copyright © 1997, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education,  
11160 Jasper Avenue, Edmonton, Alberta T5K 0L2. All rights reserved.

No part of this work may be reproduced or transmitted in any form or by any means, electronic, mechanical, recording or otherwise, or by any information storage and retrieval system, without permission in writing from the Minister of Education.

Teachers may photocopy "Student Materials" as required for educational use.

***Additional copies may be purchased from Education Advantage Inc. and/or from the Learning Resources Distributing Centre.***

## **Canadian Cataloguing in Publication Data**

Main entry under title:

Social Studies 20

(Classroom Assessment Materials Project (CAMP))

Compiled by Alberta Education, Student Evaluation Branch.

Contents: Teacher manual - Student materials - Examples of students' responses.

ISBN 1-55249-040-8 (set) -

ISBN 1-55249-037-8 (Teacher manual) -

ISBN 1-55249-038-6 (Student materials) -

ISBN 1-55249-039-4 (Students' responses)

1. Social sciences—Alberta—Examinations.
2. Academic achievement—Alberta—Testing.
3. Education, Secondary—Alberta—Evaluation.
- I. Education Advantage (Firm). II. Alberta. Student Evaluation Branch.
- III. Title: Social studies fourteen.. IV. Series.

H62.3.S632 1997

300'.76C97-900110-2

Printed and Bound in Canada

Manufactured and Distributed by:

Education Advantage Inc.  
Edmonton AB

Cover Illustrated by

Hung Lee, a student from  
Eastglen High School, Edmonton.  
Teacher Mr. G. Prokop.

# Introduction

## Purpose

The purpose of this document is to provide teachers, students, parents, and administrators with examples of students' responses that illustrate the provincial standards expected of students who complete Social Studies 20.

## Contents

For each of the written or performance tasks, the *Examples of Students' Responses* document contains

- the student task
- the scoring criteria to be used by teachers to evaluate their students' work (these criteria can also be found in the *Teacher Manual*)
- examples of students' responses at each criteria "level"
- commentaries that illustrate and explain how the scoring criteria fit each response

Each student response in this document is reproduced as it appeared in the assessment; that is, as word processed by the student or in the students' own handwriting. Because of space limitations, the planning and drafting that may have preceded or accompanied some of the responses may not have been included. However, teachers and other readers should note that research has demonstrated a very strong relationship between the quality of planning and the degree of success in written expression.

## Selection of Examples

The students' responses in this document were selected from those produced during the pilot testing of the Classroom Assessment Materials Project in May and June of 1996. A committee composed of Social Studies 20 teachers from different parts of the province reviewed and validated the assessments and scoring criteria, then selected students' responses.

These examples of students' work illustrate the provincial standards for students who complete Social Studies 20.

## Considerations

Please note that

- the examples presented illustrate specific standards (scoring criteria), but are not necessarily typical of the responses submitted
- the selected responses represent only a few of the possible approaches to each task. None of the examples is intended to serve as a model of a particular approach
- you should consider each student example in light of the constraints of the assessment situation. Under assessment conditions, most students are able to prepare responses that must be considered as first draft only.

1. The first part of the paper discusses the importance of the study and the objectives of the research. It also provides a brief overview of the literature review and the methodology used in the study.

2. The second part of the paper presents the results of the study. It includes a detailed analysis of the data collected and the findings of the research. The results are presented in a clear and concise manner, with appropriate use of tables and figures.

3. The third part of the paper discusses the implications of the study and the conclusions drawn from the research. It also provides a brief overview of the limitations of the study and the areas for future research.

4. The fourth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

5. The fifth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

6. The sixth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

7. The seventh part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

8. The eighth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

9. The ninth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

10. The tenth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

11. The eleventh part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

12. The twelfth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

13. The thirteenth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

14. The fourteenth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

15. The fifteenth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

16. The sixteenth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

17. The seventeenth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

18. The eighteenth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

19. The nineteenth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.

20. The twentieth part of the paper provides a summary of the study and the conclusions drawn from the research. It also includes a brief overview of the limitations of the study and the areas for future research.



# Contents

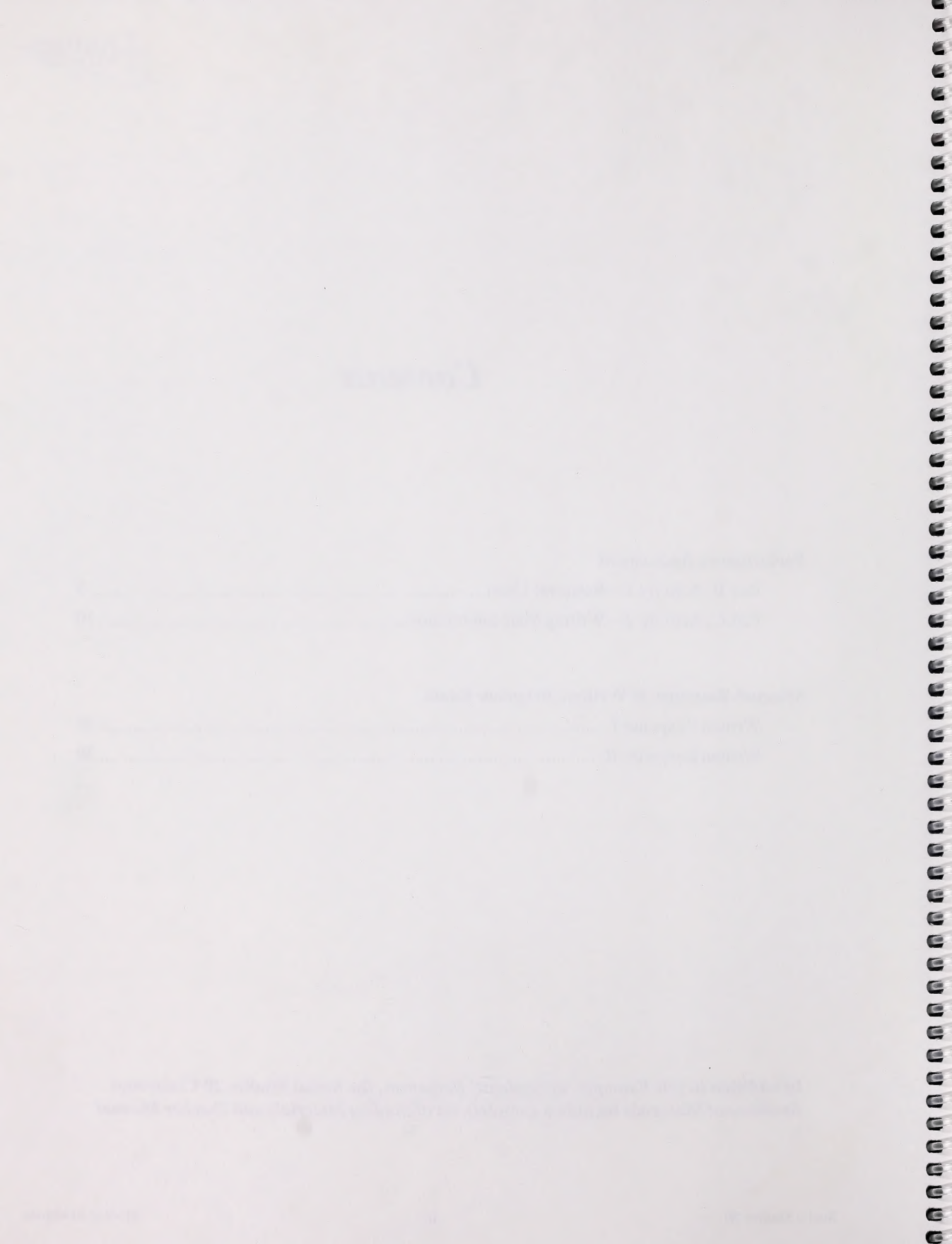
## Performance Assessment

Part B, Activity 1—Retrieval Chart .....	3
Part C, Activity 2—Writing Your Submission .....	10

## Selected-Response & Written-Response Exam

Written Response I .....	29
Written Response II .....	39

In addition to this *Examples of Students' Responses*, the Social Studies 20 Classroom Assessment Materials include a complete set of *Student Materials* and *Teacher Manual*





## ***Performance Assessment***

- ***Part B: Activity 1 — Retrieval Chart***
- ***Part C: Activity 2 — Writing Your Submission***

10/10/2019

## Performance Analysis

- Part 1: Introduction
- Part 2: Analysis
- Part 3: Conclusion

## Part B: Activity 1—Retrieval Chart

### Student Task

The task for Activity 1—Retrieval Chart appears as follows:

- Review the thirteen sources in your Resource Booklet.
- Identify and explain **six** key points (**three** supporting **national** and **three** supporting **global** quality of life) and record them on the Research Retrieval Charts on pages 9 and 10.
- Note the source numbers from which the key points are obtained. (**9 marks** for each chart)

The examples of student responses that follow for this activity include three responses from different students that address a common source supporting the need to improve the national quality of life in Canada, and three responses from different students that address a common source supporting the need to improve the global quality of life. Each series of responses is included to indicate different standards of performance.

*Continued*



Continued

### Example 1—3 out of 3 marks (National quality of life)

Score	Scoring Criteria
<b>3</b>	The key point is meaningfully developed, indicating the student's clear understanding of the relationship between concept and supporting example. The correct source is identified.

#### Student Response

Identify and explain three key points of information supporting the need to improve the <b>national</b> quality of life in Canada:	Source number from which information was obtained
<p>c) This chart shows the increase in Canadian children living in poverty. Since 1989 the percentages have been increasing steadily and this suggests the increase in poverty all over Canada. As of 1991, 18.3% of Canadian children are living in poverty and because of the steady rise the quality of life for the children is becoming worse. If the trend for an increase in poverty continues the drain of welfare will also continue. If the government does not provide some funding for the rising poor population the quality of life will continue to decline.</p>	7

#### Commentary

##### The student

- meaningfully develops the key point that the number of Canadian children living in poverty is increasing
- indicates a clear understanding of the relationship between this evidence and the need for government action by noting that "As of 1991, 18.3% of Canadian children we're living in poverty and because of the steady rise the quality of life for the children is becoming worse"
- concludes from the evidence that "If the government does not provide some funding . . . the quality of life will continue to decline"
- correctly identifies Source 7

Continued

Continued

### Example 1—3 out of 3 marks (Global quality of life)

#### Student Response

Identify and explain three key points of information supporting the need to improve global quality of life:

Source number from which information was obtained

People in the North are happy, properly nourished, and have shelter, but still have problems getting through a year, <sup>3</sup> ~~death~~ their problems compared to people of the South's are trivial. People in developing countries are malnourished, don't have much for shelter, and struggle to stay alive. These problems have a much greater urgency for aid than problems of the North.

#### Commentary

##### The student

- demonstrates a clear understanding of the relationship between global quality of life and the inequities of global standards of living shown in the cartoon by noting that “These problems [malnourishment, lack of shelter] have a much greater urgency for aid than problems of the North”
- correctly identifies Source 3

## Example 2—2 out of 3 marks (National quality of life)

Score	Scoring Criteria
2	The development of the key point is not extensive, but demonstrates an adequate understanding of the relationship between concept and supporting example. The correct source is identified.

### Student Response

Identify and explain three key points of information supporting the need to improve the **national** quality of life in Canada:

Source number  
from which  
information was  
obtained

a) We should be concerned with our nation's Q.o.L. because of all the children living in poverty. If a country doesn't help its children, who will grow up and run the country? Helping a country's children should be a primary goal because they are a country's future.

7

### Commentary

#### The student

- demonstrates an adequate understanding of the relationship between the concept of national quality of life and the selected key point regarding Canadian children living in poverty by pointing out that “We should be concerned with our nation’s Q. of L. because of all the children living in poverty . . . they are a country’s future”
- correctly identifies Source 7

*Continued*



Continued

## Example 2—2 out of 3 marks (Global quality of life)

### Student Response

Identify and explain three key points of information supporting the need to improve global quality of life:

Source number from which information was obtained

"Thanksgiving! ... We made it through another year! ... We made it through another night." This is showing that the third world needs improvement. While we are feasting, they are just hoping for a scrap of food. These people have no idea what it's like to have the things we are thankful for on Thanksgiving.

3

### Commentary

#### The student

- demonstrates an adequate understanding of the relationship between the need to improve global quality of life and the key point selected. The example chosen is not extensively developed and is somewhat trivialized, "While we are feasting, they are just hoping for a scrap of food."
- correctly identifies Source 3

### Example 3—1 out of 3 marks (National quality of life)

Score	Scoring Criteria
1	The selected key point is so minimally developed as to leave in some doubt the student's understanding of the relationship between concept and supporting example. The correct source is identified.

Student Response						
Identify and explain three key points of information supporting the need to improve the <b>national</b> quality of life in Canada:						Source number from which information was
canadian children in poverty						7
1981	1987	1988	1989	1990	1991	
15.1%	16.6%	15.4%	14.5%	16.9%	18.5%	

Commentary
<p><i>The student</i></p> <ul style="list-style-type: none"> <li>• merely copies down some relevant statistical information concerning poverty and Canadian children without any explanation, leaving in doubt an understanding of the relationship between key point and the need for Canadian government action</li> <li>• correctly identifies Source 7</li> </ul>

*Continued*

Continued

### Example 3—1 out of 3 marks (Global quality of life)

#### Student Response

Identify and explain three key points of information supporting the need to improve global quality of life:

To me I see one family with food they harvest from and that they have money to do it. Across the world there is a family where there is no money and the soil is hard and so they have no food.

Source number from which information was obtained

3

#### Commentary

##### The student

- minimally develops the key point and supporting example
- leaves in some doubt an understanding of the relationship between global quality of life and key point, with comments such as “with food they harvest from” and “the soil is hard”
- correctly identifies Source 3



## ***Part C: Activity 2—Writing Your Submission***

### ***Student Task***

The task for Activity 2 required students to prepare a written submission for a parliamentary commission in response to the question:

**“Should the Canadian government place greater emphasis on improving national or global quality of life?”**

The examples of student responses that follow indicate different standards of performance.

*Continued*

*Continued*

### Example 1—15 out of 15 marks

<i>Score</i>	<i>Scoring Criteria</i>
<b>5</b>	<p><b>Defence of a Position: Argumentation</b>  The position chosen is defended by well-considered and logical arguments. The arguments are consistent, often insightful, and/or original and creative. A strong relationship among the position, arguments, and supporting evidence is established and maintained throughout the submission. The writing is ordered in such a way as to be controlled, convincing, and persuasive.</p>
<b>5</b>	<p><b>Supporting Evidence and Explanations</b>  The selected examples, illustrations, and details are comprehensively explained and specific, revealing a mature and insightful interpretation of source material. The examples are relevant and accurate, and are chosen deliberately.</p>
<b>5</b>	<p><b>Writing Skills</b>  The writing is fluent and clear, with precise sentences structured for effect. Purposefully selected words and expressions indicate a command of vocabulary. An impressive absence of error reveals control and confidence.</p>

<i>Student Response</i>
<p>Before the Canadian government can worry about improving global quality of life, it needs to first address improving our national quality of life. Looking in from the outside, Canada appears to have an excellent quality of life. In fact, in 1992 and 1993, the United Nations declared Canada the most desirable place in the world to live. Unfortunately, to many Canadians, this is not true. They are still waiting for their chance in this “land of opportunity”.</p> <p>Underneath Canada’s exterior of sleek high-rises and lush green national parks, is the dark side of our country. This is a place where babies cry out from hunger, and the poor watch sorrowfully as they are left further and further behind. Our society turns the other cheek to these people, ignorant that their problem could just as easily be ours, and that, as Canadians, we all need to work together to establish a national quality of life.</p> <p>The problem is that Canada has a rich and a poor class, and unfortunately, the gap between the two is growing larger and larger each year. The poor are getting poorer. We are supposed to be the land of equal opportunity, but we find that this is not true.</p> <p>In our society, there should be no difference between the life expectancy of the rich and the poor. However, statistics show that there is a difference of approximately four years (in 1986, life expectancy of the “rich” was 78.5 years compared to 74.8 years in the “poor”). In a developed country, there should be no distinguishing difference in the life expectancy of these two social classes. What has led to this decrease in life expectancy of the poor?</p>

*Continued*

*Continued*

### *Student Response*

Unfortunately, in an attempt to get our budget back on track, many cuts have been made to health care. It has become apparent that the better quality health care will go to those who are willing, or able, to afford it. Those who cannot afford this health care must either wait for a hospital bed or go without treatment. This is something that should be found in a developing country, not in Canada.

Another effect of the budget cuts is less money spent of social programs. These are programs like welfare and unemployment that many Canadians will never use, but are comfortable in knowing that, should they find themselves in financial trouble, they will be provided for. With so many jobs being lost due to cutbacks, both privately and governmental, people are becoming more dependent on these programs. Yet, at a time when these people need the most help, we are giving them less places to turn.

Where we can see and effect of this is with volunteer programs and food banks. There is an increasing number of registered food banks, from only one in 1980 to 436 in 1993. In addition to a rising number of food bank establishments, these organizations are handling more people than they ever have before. In an Edmonton food bank, 3,000 hampers were handed out in 1995 compared with 400 hampers handed out in 1963. Without the generosity of these volunteer organizations, many people would go hungry. Surely, this cannot depict sufficient national quality of life.

There is also an increasing strain on the volunteers of these organizations. There are not enough volunteers to meet the demand of the Canadian public. The volunteers that there are are often working extra hard trying to do the jobs that more volunteers are required to do. If asked, these volunteers, who've seen the hungry come into their buildings, would not likely say our quality of life is satisfying.

The situation is only going to get worse. The number of households in poor housing is increasing, with 22% of seniors living in poor housing and 35% of single parents doing the same. Not surprisingly, this is reflected in the number of children living in poverty- children who are expected to live four less years than their middle-class friends.

We know that the situation is not acceptable when people are forced to give up their morals and their values simply to survive. In the cities, single mothers are forced to enter prostitution in an attempt to make the rent money and provide food for their children. When this happens, we know we can no longer say that our national quality of life is acceptable. No one should have to give up their values to ensure the life of themselves and their child. This isn't freedom. This goes against everything that we, as a country called Canada, stand for.

In Canada, we are putting more people on the streets and giving them less places to turn for help. We are relying too heavily on the generosity of the people. The generosity of Canadians is not wrong- it is great- but we can't depend on it as a nation. We have to try to close the gap between the rich and the poor. This will not only require more funding of social programs, but also job creation and job training or retraining. It will also require acceptance of the problem by the society as a whole, so that we can work together to solve the problem.

If we can help ourselves to establish national quality of life, then, and only then, can we attempt to help the global community establish a standard quality of life. To do so at this point would be hypocritical. We need to resolve our own problems before we can solve other's. Hopefully, we can become a role model for other countries around the world.

*Continued*



*Continued*

## **Commentary**

### **Defence of a Position: Argumentation**

*The student*

- takes the position that “Before the Canadian government can worry about improving global quality of life, it needs to first address improving our national quality of life,” and defends this position with well-considered and logical arguments. For example, the student contends that while Canada is ranked highly as a desirable country in which to live, poverty reduces the ability of many Canadians to share in this “‘land of opportunity.’”
- establishes and maintains strong links among position, arguments, and supporting evidence. The argument of growing poverty is attributed to government budget cuts and is supported by specific references to such statistical data as life expectancies, food banks, and poor housing.
- presents thoughts that are controlled, convincing, and persuasive; for example, “No one should have to give up their values to ensure the life of themselves and their child. This isn’t freedom. This goes against everything that we, as a country . . . stand for.”

### **Supporting Evidence and Explanations**

*The student*

- presents examples, illustrations, and details that are relevant, accurate, and comprehensively explained, revealing a mature interpretation of source material. “The number of households in poor housing is increasing, with 22% of seniors living in poor housing and 35% of single parents doing the same. Not surprisingly, this is reflected in the number of children living in poverty—children who are expected to live four less years than their middle-class friends.”

### **Writing Skills**

*The student*

- demonstrates a mature control of vocabulary and conventions from which minor errors do not detract
- purposefully selects and varies words and sentence structures that create an effective, confident voice; for example, “Underneath Canada’s exterior of sleek high-rises and lush green national parks, is the dark side of our country”

## Example 2—12 out of 15 marks

Score	Scoring Criteria
4	<b>Defence of a Position: Argumentation</b> The position chosen is defended by sound arguments. The arguments presented are well reasoned and competently developed. A clear relationship is established among the position, arguments, and evidence. The writing is ordered in such a way as to provide focus and direction.
4	<b>Supporting Evidence and Explanations</b> The selected examples, illustrations, and details are competently explained, revealing a thoughtful interpretation of source material. The examples are relevant and accurate.
4	<b>Writing Skills</b> The writing is clear and generally fluent. Vocabulary is appropriate and controlled. Some minor errors do not reduce the clarity of communication.

### Student Response

If we agree that quality of life refers to the perception (by the majority) that the current level of education, security, health care, government responsibility and economic insurance are satisfactory, then we must also agree that it is vital that the Canadian government <sup>must</sup> place greater emphasis on improving the global quality of life. In this era of global interdependence when international trade is essential, Canada has an economic interest in investing in global quality of life. Furthermore, as Canadians we value the status we have earned for our humanitarian acts we must continue to do what is human and fulfill our moral responsibility to assist if we can and if assistance is needed.

Canada is "the best country in the world." And indeed it is if you listen to most immigrants, to the United

*Continued*

Continued

## Student Response

Nations, to anyone that has had the ability to see life in other nations. Though it is true that Canada has national problems that threatens the high quality of life that the majority enjoy, in comparison with other nations Canada's poor may be as wealthy as another nation's richest. As a country that has been able to secure health, employment, education and satisfaction for our majority can we not afford to turn our heads to others?

In a nation where every year millions are spent on arms, to fight battles that are not truly ours can we not afford to reinvest in raising the quality of life in those nations, making them self sufficient and therefore reducing conflicts? If we look at history, at the French Revolution and Napoleon we see that increasing the level of education, providing jobs, granting equality of all peoples results in fewer conflicts, higher morale and therefore higher productivity. Things this world can benefit from.

Now, more than ever before, industrial nations of the North are relying on Nations of the South for economic trade, technological and scientific advancements and for human and natural resources. This increase in interdependency must make us consider what our actions will have on our delicate relationship. In a closed system for energy, water and air it is of vital importance that we consider each other to ensure that we all advance in the future because a broken link in the ~~chain~~<sup>web</sup> of nations can result in total destruction. At present much of the advances in agriculture still come from so called "underdeveloped nations", our religion, artistic and scientific revelations are also descendants. If we refuse to improve those nations' standard of life, if we allow them to diminish then

Continued



Continued

### Student Response

we rob ourselves of valuable knowledge that may cause our downfall. The population boom, the pollution crisis, deforestation and clean waters are all issues that must be addressed on a global scale because they affect global quality of life. If we do not work together, we will created a world this earth can not sustain.

For the Canadian nation to advance in all areas there has to be an attempt to assist others to advance. The benefits of spending to increase global quality of life far out weight the disadvantages of cheap non involvement. In our global economy, global environment and global ~~was~~ interdependant world we (Canada) can not afford to not improve the quality of life of all people.

Continued



*Continued*

## **Commentary**

### **Defence of a Position: Argumentation**

*The student*

- takes the position that “In this era of global interdependence when international trade is essential, Canada has an economic interest in investing in global quality of life,” and defends this position with several sound arguments. For example, reference is made to Canada’s moral responsibility to developing nations, reallocating money spent on arms and that, “In a closed system for energy, water and air it is of vital importance that we consider each other to ensure that we all advance in the future.”
- establishes clear relationships among position, argument, and evidence that is strengthened by reference to relevant Social Studies terminology such as global interdependence, international trade, and sustainable development

### **Supporting Evidence and Explanations**

*The student*

- reveals a thoughtful interpretation of source material; for example, in discussing global interdependence and the debt industrial nations owe to “underdeveloped nations.” Relevant examples are well considered and integrated throughout the response; for example, “The population boom, the pollution crisis, deforestation and clean waters are all issues that must be addressed on a global scale.”

### **Writing Skills**

*The student*

- demonstrates writing that is fluent, with general control of structure, usage, and vocabulary. Occasional spelling lapses and awkward constructions (“benifits,” “scientific revelations are also decendants”) do not detract from meaning and clarity.

### Example 3—9 out of 15 marks

Score	Scoring Criteria
3	<b>Defence of a Position: Argumentation</b> The position chosen is defended by one or more adequate arguments. While the arguments are generally sound, they may lack development, persuasiveness, and consistency. The relationship among the position, arguments, and supporting evidence is generally established. The writing is ordered in such a way as to generally show the writer's intent.
3	<b>Supporting Evidence and Explanations</b> The selected examples, illustrations, and details are generally explained but may lack in development. A conventional interpretation of source material is revealed. The examples may be a mixture of relevant and extraneous information.
3	<b>Writing Skills</b> The writing is generally clear. Choice of words and expressions indicate a conventional control of vocabulary. Despite occasional lapses, the writer demonstrates control of conventions.

Student Response
<p>Some may think that in order to do a good deed one should help others before one should help themselves, but in Canada's case it is the other way around. The Canadian government should focus on <del>comp</del> solving our country's problems that are getting out of hand. These problems are rising like the shortage of food to people, the shortage of teachers and medical help, and the shortage of money <del>to those in need</del> and education to those in need. The government, thus has to focus on <del>the</del> improving the national quality of life before focusing on the</p>

*Continued*

Continued

### Student Response

transformation of the global quality of life.

~~Second~~ It is true that the hunger level overseas is large, but the level of hunger within our country is steadily increasing. The number of food banks has grown by a fold of ~~4~~ over 400 in ten years! This should say something about the quality of life people are leading. Leslie Regelman from an Edmonton food bank ~~also~~ claims they are shipping out over 3,000 food hampers per month. This problem would be easily solved if people had jobs and steady incomes to help provide for themselves and their families. ~~This is also another p~~

Secondly, the government cutbacks has affected the well-being of this country in a big way. With the loss of teachers the quality of education decreases, thus people quit school or go to dead end jobs for life. This affects how people live because without an education one is without a job and without money. So these people are forced to live off of the government. Also, the healthcare cuts are a big issue because Canada has Universal Healthcare. There is really no point to it if you go to the hospital and you have to wait in line to get attention or if there is no one there at all. For example, in Edmonton, AB

Continued

Continued

### Student Response

the government closed one hospital, is thinking of closing another and has minimized the wings in others. The status ~~more~~ that Canada has worked so hard to achieve is being tarnished by the lack of caring.

Most important of all is the way in which other countries look at Canada. Many see it as the promised land, which explains the 217,000 immigrants we attracted in 1994. For some the country is all it is cut out to be. Without the education you need to succeed in an industrialized world what can you do? Other countries see Canada as a classy, well developed, first world nation, and yet we cannot control the level of national hunger? Before we give advice to the countries that look up to us and admire us should we not solve our own problems first? How can we teach other countries to solve their problems if we have not yet figured out how to solve ~~them~~ <sup>our own</sup>, and better yet, who would take advice from someone who has not a clue as to what they are giving advice ~~about~~ about?

Continued



*Continued*

## **Commentary**

### **Defence of a Position: Argumentation**

*The student*

- takes the position that the government “has to focus on improving the national quality of life before focusing on the transformation of the global quality of life” and defends this position with several adequate arguments; for example, that Canada must solve the problem of hunger and the effects of government cutbacks before helping others. A final argument suggesting that other nations incorrectly see Canada as a “classy, well developed, first world nation” lacks somewhat in consistency and persuasiveness.
- generally establishes links among position, argument, and supporting evidence

### **Supporting Evidence and Explanations**

*The student*

- presents a number of supporting examples, but they lack somewhat in development; for example, “The number of food banks has grown by a fold of over 400 in ten years! This should say something about the quality of life people are leading.”
- interprets source material with a general discussion that contains a mixture of relevant and extraneous information. For example, “Also, the healthcare cuts are a big issue because Canada has universal healthcare. There is really no point to it if you go to the hospital and you have to wait in line to get attention or if there is no one there at all.”

### **Writing Skills**

*The student*

- demonstrates writing that is generally clear. Some errors in syntax, tense agreement, and language usage are evident; for example, “off of,” “cutbacks has affected.”

### Example 4—6 out of 15 marks

<i>Score</i>	<i>Scoring Criteria</i>
<b>2</b>	<p><b>Defence of a Position: Argumentation</b> The position chosen is defended more by simple assertions than by the development of arguments and supportive evidence. If arguments are presented, they are often simplistic, repetitive, or undeveloped. The relationships among position, argument, and evidence may be difficult to determine. The writer's faltering organization indicates confusion and vagueness.</p>
<b>2</b>	<p><b>Supporting Evidence and Explanations</b> The selected examples, illustrations, and details are unfocused, inappropriate, and minimally developed. The examples reveal a partial interpretation of source material.</p>
<b>2</b>	<p><b>Writing Skills</b> The writing is unclear and often awkward. General, imprecise, inappropriate, or redundant words or expressions indicate a limited control of vocabulary. Distracting errors blur the clarity of meaning.</p>

<i>Student Response</i>
<p>Should the Canadian government place greater emphasis on improving national or global quality of life. No the Canadian government should not feel that they have to put any more emphasis on the quality of life national or global. Canadians should not feel the need to be the helpers to everyone but ourselves.</p> <p>The simple fact of it all is that the Canadian government just plane old can not afford to help every country that is in need. I do not think that we should stop helping third world country's out but we as Canadians can only do so much until we start to take away from ourselves. If the Canadian government helps out any more the only country that will be neglected will be Canada. Canada is already known as one of the most giving country's in the world if not the most.</p>

*Continued*

*Continued*

### *Student Response*

All Canadians would be willing to give as much as they can dream of to the poor country's if it was not for the debt. The debt is the only thing that is holding Canada back from giving more to the poor nations. Now people are asking Canadians to dip out of their own pockets for the good of the third world countries. I do not see nothing wrong with that, if people want to sponsor a child or do what they like that is fine with me.

On the topic of Canada helping itself I think that we are getting better at it all of the time. All of the stats show that Canada is getting a better quality of life all of the time. In my own opinion I think that before Canada helps out the third world country's we should help ourselves. Canada is really coming along very nice because all of the figures show that the life expectancy is rising, which shows a higher quality of life. Not only that but the death rate is decreasing, which once again shows a higher quality of life.

There is nothing wrong with helping out other country's but when it starts to take away from Canadians than I think that we are giving to much. Canada has worked hard for what it has and there are a lot of Canadians that are not to fond of seeing all of the country's money going to other places but our own. I think that if you would like to see development in the third world country's than one should dig for it in his/her own pocket. Just because Canada is one of the rich countries do not be fooled there is still billions in debt that could get payed back.

I do not want to see the people in the other country's go with nothing, I have nothing against what Canada is doing to help out but Canada can not afford to do any more than it is already doing

*Continued*

*Continued*

### ***Commentary***

#### **Defence of a Position: Argumentation**

##### ***The student***

- takes the position that “Canadians should not feel the need to be the helpers to everyone but ourselves” and defends this position with the simple assertion that the “simple fact of it all is that the Canadian government just plane old can not afford to help every country that is in need”
- establishes a relationship between position and argument that is undeveloped and confused; for example, that Canada cannot afford to help other countries but “Canada is getting a better quality of life all of the time”

#### **Supporting Evidence and Explanations**

##### ***The student***

- presents examples and details that are repetitive, unfocused and undeveloped, providing minimal support for ideas. Source material is interpreted only partially; for example, “All of the stats show that Canada is getting a better quality of life all of the time” or “Canada is really coming along very nice because all of the figures show that the life expectancy is rising.”

#### **Writing Skills**

##### ***The student***

- demonstrates writing that is awkward, incorrect, and often imprecise. For example, “I do not see nothing wrong with that, if people want to sponsor a child or do what they like that is fine with me.” Distracting errors blur clarity.



### Example 5—3 out of 15 marks

Score	Scoring Criteria
1	<b>Defence of a Position: Argumentation</b> The defence of a position is weak. The position taken may be hard to determine, with little attempt displayed to defend it. The evidence chosen may be inappropriate and/or minimally developed. The writing is disorganized and leaves the writer's intent in doubt.
1	<b>Supporting Evidence and Explanations</b> The selected examples, illustrations, and details are scant, overgeneralized, or inaccurately explained and applied, revealing a misunderstanding of source material.
1	<b>Writing Skills</b> The writing is frequently unclear and not fluent. Few sentences are clear, and misused words and expressions indicate a lack of control of vocabulary. Frequent errors impede communication.

Student Response
<p>we should have Canada as a first priority. First thing that needs to be solved is our problems like debt, the deficit, unemployment and social service systems like legal, health care and education. We can set good examples for others so they'll follow, but we need to look at our problems first.</p> <p>Other countries need independence anyway. There are countries all over who are "shaking off their colonial yokes" this helps their self interests. We should also fulfill our self interests.</p>

Continued

*Continued*

### ***Commentary***

#### **Defence of a Position: Argumentation**

*The student*

- takes the position that “We should have Canada as a first priority” but makes little attempt to defend it. For example, the “First thing that needs to be solved is our problems like debt” or “Other countries need independence anyway.”

#### **Supporting Evidence and Explanations**

*The student*

- presents detail that is so scant as to leave in doubt the student’s understanding of the source material

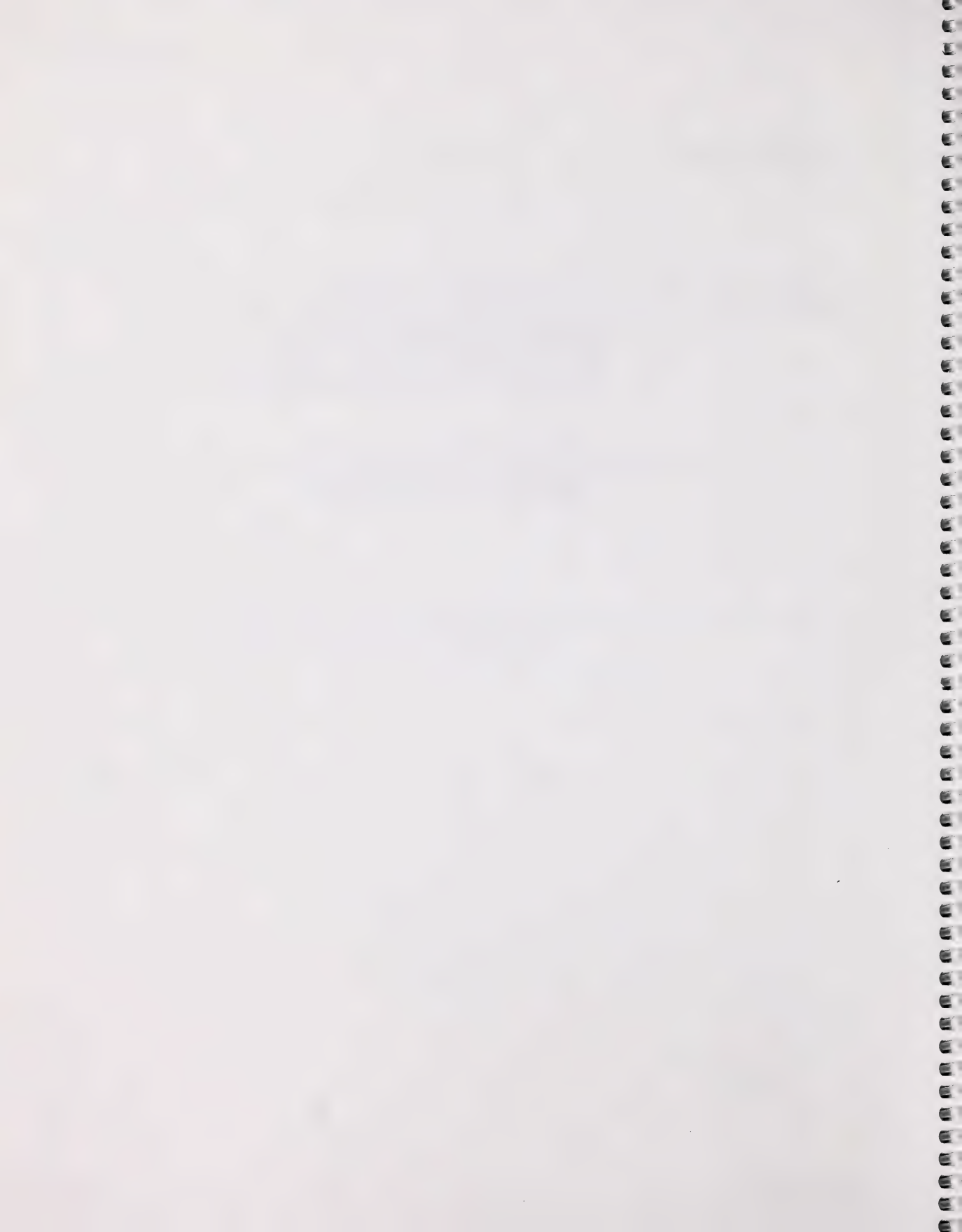
#### **Writing Skills**

*The student*

- demonstrates writing that is unclear, with misused words and expressions indicating a lack of control of vocabulary (“ ‘shaking of their colonial yokes’ ”)

***Selected-Response &  
Written-Response Exam***

- ***Written Response I***
- ***Written Response II***





## *Written Response I*

### *Student Task*

The task for Written Response I appears as follows:

From the perspectives of Adam Smith and Karl Marx, how would each respond to this question:

### **Has the Industrial Revolution benefited society?**

- Develop a response to the question that is **consistent** with the thoughts, ideas, and attitudes of Smith and Marx.
- Refer to specific conditions that existed during the Industrial Revolution and that provide support for their respective points of view.

The examples of student responses that follow indicate different standards of performance.

*Continued*

Continued

### Example 1—5 out of 5 marks

Score	Scoring Criteria
5	The student demonstrates an insightful understanding of the ideas of the writer under discussion and of how these ideas relate to the assigned question. The selected conditions are specific, accurate, and comprehensive, and are appropriately applied to the point of view described. The writing shows coherence, direction, and order.

### Student Response



Adam Smith

I, Adam Smith, believe that the Industrial Revolution has benefited society. I believe in a capitalist society in which citizens are free to do as they please with little government interference. It is my belief that those who are industrious and work hard in society will not only prosper themselves, but they will also add to the prosperity of society. The Industrial Revolution has helped people who choose to take risks to become somewhat freer and more independent.

Small farmers are no longer required to work on pitifully small plots of that produce virtually nothing. Now, wealthier farmers have bought up most of the land to form huge new farms. And on these farms, with the aid of new technologies, equipment, methods and hired workers, farmers can now produce more of high quality foods and crops to be sold in the towns & cities. This benefits the farmer because he is able to make profits from his crops. Workers, if they work hard, can now receive steadier and possibly higher wages than before. And because of the increased productivity, city workers are now able to buy better quality food (which improves their health) for fewer pennies. This allows them to save money, or spend on products made by other industries. Improved health of the city workers allows for better or more work to be done in the factories. So

Continued

Continued

### Student Response

by the industrious attitude of one farmer (and many more like him) he has made profits for himself that have spread in one form or another to other members of society.

### Commentary

#### The student

- demonstrates an insightful understanding of the ideas of Adam Smith by succinctly summarizing his ideas and adopting Smith's voice. "I believe in a capitalist society in which citizens are free to do as they please with little government interference."
- recognizes the role of "new technologies" and "increased productivity" and uses a specific example to illustrate the concept of the invisible hand. "So by the industrious attitude of one farmer (and many more like him) he has made profits for himself that have spread in one form or another to other members of society."
- moves beyond the advantages/benefits of the early stages of the Industrial Revolution and argues the long-term benefits by pointing out, for example, that the underlying values of freedom of choice and individual accumulation of capital allow people "to save money or spend on products made by other industries"
- succinctly answers the question when stating that "those who . . . work hard in society will not only prosper themselves, but they will also add to the prosperity of society"
- addresses the question in a clear and concise manner



## Example 2—4 out of 5 marks

Score	Scoring Criteria
4	The student demonstrates a competent understanding of the ideas of the writer under discussion and of how these ideas relate to the assigned question. The selected conditions are purposefully chosen and applied to the point of view described, but may lack somewhat in specificity and comprehensiveness. The writing is clear and focused.

### Student Response



Adam Smith

I, Adam Smith, believe that the industrial revolution has benefited society. My main reason for this belief is the creation of incentive for the people. Through the industrial revolution many technological advances have occurred that have improved the efficiency in production. Because of improved efficiency, more people can work to create better lives for themselves and thus improve society as well. I do acknowledge the fact that the industrial revolution has created poverty and bad working conditions but in time this will work out on its own. The main reason why I say this is because of the healthy competition with factories and companies. When one company reduces the price of their products they will sell more and in order for a different company to survive he will also have to lower the price of his products to compete with the ongoing competition, worker wages will increase and so will the working conditions. I truly believe that when the government does not interfere by providing welfare and other services, everyone will have a motivation to do their best and the economy will flourish because the people are working hard and advancing technology.

*Continued*



*Continued*

***Commentary***

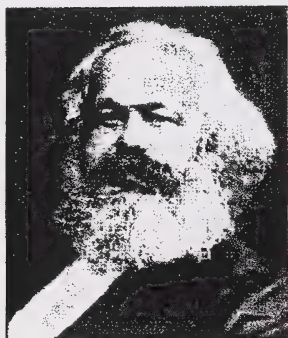
***The student***

- demonstrates a competent understanding of the ideas of Adam Smith and explains why Smith would support the position that “the industrial revolution has benefited society”
- uses “incentive,” “improved efficiency,” “technological advances,” and improved working conditions to further support Smith’s position while recognizing that initially “the industrial revolution has created poverty and bad working conditions”
- supports the classical liberal views that “the government does not interfere,” and “everyone will have a motivation to do their best,” and uses these points to prove that “more people can work to create better lives for themselves and thus improve society as well”
- demonstrates writing that is clear and focused despite errors in grammar and syntax

### Example 3—3 out of 5 marks

Score	Scoring Criteria
3	The student demonstrates an acceptable understanding of the ideas of the writer under discussion and of how these ideas relate to the assigned question. The selected conditions, while relevant and applied appropriately, may be general, incompletely developed, and contain some minor errors. The writing is clear, but lacks somewhat in consistency and precision.

#### Student Response



Karl Marx

I, Karl Marx, believe that the industrial revolution has not benifited society. Those people who were living in rural areas can no longer live off the land and are being forced to move to urban centers. This has created slums in the urban centers. Also the people who are working in the factories are doing for safer next to nothing while the

factory owners are taking in all the money recieved from the goods being sold. This is creating a greater diversity between the rich and the poor. The factory owners are becoming greedier as they get more money. They try to get this money by making the workers work longer and harder to produce more goods. The money that the factory owners make is not benifitting the rest of society it is only benifitting them. The industrial revolution has only increased the suffering of the poor and increased the wealth and power of the <sup>ready</sup> rich factory owners. This is not benifital for society as a whole, therefore, society has not benifited from the industrial revolution.

*Continued*

*Continued*

### ***Commentary***

#### ***The student***

- demonstrates a generalized understanding of the ideas of Karl Marx and of how these ideas relate to the Industrial Revolution by suggesting, for example, that “the industrial revolution has only increased the suffering of the poor and increased the wealth and power of the already rich factory owners.” The selected conditions, although also generalized, are relevant and appropriately applied.
- briefly draws the reader’s attention to the growth of slums, low wages, and the avarice of factory owners as factors not benefiting society
- demonstrates writing that is clear but that lacks somewhat in precision; for example, “this (the greed of factory owners) is creating a greater diversity between the rich and the poor”

### Example 4—2 out of 5 marks

Score	Scoring Criteria
2	The student demonstrates a limited and confused understanding of the ideas of the writer under discussion and of how these ideas relate to the assigned question. The selected conditions are largely superficial and inappropriate, and may contain errors providing little support to the point of view described. The writing is unclear and often unfocused.

#### Student Response



Adam Smith

I, Adam Smith, believe that people should live with a way of life where the people control the government I call this policy capitalism. The industrial revolution has benefited society, in many ways. People are moving towards urban life, people are competing and this competition is necessary in society. People are working to support their families, they are working hard because they all have a reason to work. The people have taken and are still trying to gain more power, the people should run the economy they should have power over what happens. The production of goods by the people has increased to create money for their country. The industrial revolution was a great advantage to the people and society is better off because of it.

Continued



*Continued*

***Commentary***

***The student***

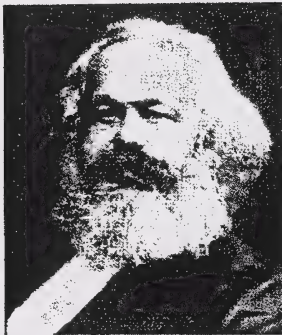
- demonstrates a limited understanding of the ideas of Adam Smith and the relationship of these ideas to the question, by stating for example, that “people should live with a way of life where the people control the government”
- selects conditions that are largely superficial and inconsequential, for example, “people are working to support their families, they are working hard because they all have a reason to work.” The assertion that “competition is necessary in society” is totally unsupported.

*Continued*

### Example 5—1 out of 5 marks

<i>Score</i>	<i>Scoring Criteria</i>
<b>1</b>	The student demonstrates a minimal understanding of the requirements of the assigned task. The ideas and conditions discussed are incomplete, marginally relevant, and/or contain major errors. The writing is frequently unclear and poorly reasoned.

#### *Student Response*



Karl Marx

I, Karl Marx, believe that we should all believe in communism / communist manifestos. The government should be involved in industry and control what goes on. People should be proud to work for there boss. They should want to work to help the country.

#### *Commentary*

##### *The student*

- demonstrates a minimal understanding of the requirements of the assigned task in terms of dealing with Marx's ideas regarding the Industrial Revolution by suggesting that "we should all believe in communism"
- presents ideas that are not developed and are marginally relevant, for example, the claim that "the government should be involved in industry"

## *Written Response II*

### *Student Task*

The task for Written Response II requires students to provide and explain three reasons in response to the question:

**“Why did a local conflict in the Balkans escalate into a world war?”**

The examples of responses that follow are from different students and indicate a variety of reasons given in response to the task. The responses also indicate different standards of performance.

*Continued*

Continued

### Example 1—5 out of 5 marks

Score	Scoring Criteria
5	The student's selected reason and explanation demonstrate an insightful understanding of the relationship between the conflict in the Balkans and the causes of the First World War. Supporting examples, illustrations, and details are specific, relevant, and accurate. The writing is clear, precise, and well reasoned.

### Student Response

Nationalism. Tensions in Europe had been mounting for some time; the arms race; the past wars, all had caused people in different nations to crave revenge. France wanted Alsas-Lorraine back from Germany after the Franco-Prussian war, everyone was disturbed by the results of the imperialist race and in the Balkans the need for sovereignty by different ethnic groups was reaching a boil. All this nationalist tensions caused many European nations to become willing to enter the war when their leaders called. It was felt that through war many of their problems could be solved and the benefits would far outweigh the losses.

### Commentary

#### The student

- insightfully demonstrates the relationship among nationalism, the tension it creates, and the ultimate outbreak of war through specific reference to relevant and accurate supporting examples such as the arms race, the desire for revenge (Alsace-Lorraine), and ethnic conflict in the Balkans
- demonstrates writing that is well reasoned; for example, "It was felt that through war many of their problems could be solved and the benefits would far outweigh the losses."



## Example 2—4 out of 5 marks

Score	Scoring Criteria
4	The student's selected reason and explanation reveal a competent understanding of the assigned task. Supporting examples, illustrations, and details are relevant and accurate, but may lack somewhat in specificity. The writing is clear and precise, but may lack in depth of insight.

### Student Response

Militarism was a major cause of World War I. For years, countries had been increasing the amount of money they spent on military. They all wanted to be the strongest so that they could have more international control. Germany, in an attempt to gain world power, developed Europe's strongest army. The Germans also worked on developing a naval power that would rival Britain's. Britain, who wanted to maintain the strongest navy, was then forced to compete with Germany. Countries across Europe increased military spending so that they wouldn't be left behind in the 'arms race'. Tensions soared as countries worried about the military strength of other nations. Military had a strong hand in government in Europe, as well. In Germany and other countries, military officials held government offices. These men felt war was the only solution to Europe's problems.

### Commentary

#### The student

- reveals a competent understanding of the relationship between militarism and the outbreak of war
- uses relevant supporting examples; for example, "The Germans also worked on developing a naval power that would rival Britain's" or "In Germany and other countries, military officials held government offices." The claim "They all wanted to be the strongest" lacks in specificity.
- demonstrates writing that is clear and relatively free from error

### Example 3—3 out of 5 marks

Score	Scoring Criteria
3	The student's selected reason and explanation show an acceptable understanding of the assigned task. Supporting examples and details are relevant but may be generalized, incompletely developed, and contain some minor errors. The writing demonstrates a reasoned approach, but lacks consistency in its clarity and preciseness.

#### Student Response

The conflict in the Balkans became a world war because of a web of commitments between the major powers. Austria-Hungary attacked Serbia, because they had support from Germany. Serbia was not worried because they Russians had promised to give support to them. France had also promised to help the Russians. When Belgium was attacked by Germany, Great Britain defended Belgium because of a commitment. Over Serbia and Austria-Hungary, a war was started, because every country had to fight because of a promise or "blank check."

#### Commentary

##### The student

- demonstrates an acceptable understanding of the assigned task by claiming that "The conflict in the Balkans became a world war because of a web of commitments between the major powers"
- presents supporting examples that are relevant but overgeneralized; for example, "Austria-Hungary attacked Serbia, because they had support from Germany" or "every country had to fight because of a promise or 'blank check' "
- demonstrates writing that is clear but lacking in precision—"Serbia was not worried because they Russians had promised to give support to them"

### Example 4—2 out of 5 marks

<i>Score</i>	<i>Scoring Criteria</i>
<b>2</b>	The student's selected reason and explanation demonstrate a limited understanding of the assigned task. Supporting examples and details are superficial and may not always be relevant. The examples may contain errors. The writing is unclear, imprecise, and poorly reasoned.

<i>Student Response</i>
<p>One reason for the local conflict in the Balkans to lead into the first World War was because of power. Austria Hungary wanted more power so they could become the superior nation in the world and that everyone would have to respect them. One simple way to become more powerful was to overtake smaller countries such as Serbia. Austria Hungary wanted control. Control over other countries. The Balkans local conflict led to this because of power and who had more of it. Austria Hungary showed that they could gain more power by showing other countries that they would do anything to be known as a superior nation.</p>

<i>Commentary</i>
<p><i>The student</i></p> <ul style="list-style-type: none"> <li>• demonstrates a limited understanding of the task by asserting that “One reason for the local conflict in the Balkans to lead into the first World War was because of power” and not developing this point to any extent—“The Balkans local conflict led to this because of power and who had more of it.” Supporting details are superficial.</li> <li>• demonstrates writing that is generally clear other than a glaring sentence fragment and spelling error, “Control over other countries” and “gain more power”</li> </ul>



### Example 5—1 out of 5 marks

Score	Scoring Criteria
1	The student's selected reason and explanation demonstrate a minimal understanding of the assigned task. Supporting details, if present, are superficial, incomplete, fraught with error, and/or marginally relevant. The writing displays poor reasoning.

Student Response
<p>Another reason is because of nationalism. Countries had people with a total different cultural background living in their countries and they were not aloud to move. Those people even had to give up their cultural religions and beliefs because they were living in a different country. This added lots of tension.</p>

Commentary
<p><i>The student</i></p> <ul style="list-style-type: none"> <li>identifies an underlying cause of the First World War—nationalism—but any connection with the Balkans is not made, neither is the idea developed. References such as “Countries had people with a total different cultural background living in their countries” and “give up their cultural religions” are confused, marginally relevant, and obscure.</li> </ul>





Manufactured and Distributed by  
**Education Advantage Inc.**

To order call Toll Free  
**1-888-544-CAMP(2267)**